**Weather**

**LESSON PLAN**

**Grade: First Grade/Kindergarten**

**Date:**

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| Standards – RI4.3, 4.5, 4.7, 4.9, PE Key Idea 2.1c |
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| **Lesson Objective:** I can identify weather words.   * SWBAT understand that water changes state as it moves through the water cycle * SWBAT discuss and describe the process of the water cycle * SWBAT depict and clearly describe the stages of the water cycle in a creative format * SWBAT communicate his/her knowledge of the water cycle to class |
| **Materials:** Ziploc bags, markers, water |
| **Introduce vocabulary: 10 min**   1. Water Cycle – the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration. 2. Transpiration – the evaporation of water from plant leaves 3. Evaporation – when liquid turns to a gas because of an increase in temperature and/or pressure 4. Precipitation – rain, snow, sleet, or hail that falls to the ground 5. Condensation – the change of water from a gas form (water vapor) into liquid form. 6. Runoff – the movement of landwater to the oceans, rivers, lakes, and streams. |
| **Mini Lesson 10 mins**  We are going to be learning about all types of weather today. What are some types of weather that we already know? I will list some of on the board.  **Read:**  *Weather Words and What They Mean by Gail Gibbins*.  Ask students:  ­ What causes a change in temperature?  ­ Where does moisture in the air come from?  ­ What is humidity?  ­ What are clouds made of?  ­ What is fog?  **Water Cycle Activity**  **Materials Needed:**  a) 1 Ziploc plastic bag per student, b) water c) a window d) sharpie marker(s) to label bags.  • Instructions: Have students draw a diagram of the water cycle on the Ziploc bag with a sharpie. Tape the Water cycle Ziploc bag onto a window, preferably one that receives sunlight. Have students record observations.    **Universal Design for Learning:**   * **1.3 Offer alternatives for visual information**   **Assessment #1**: Turn and Talk  Have students pair up with peers and discuss weather words and what they mean. |
| **Assessment #2: Student hand outs**  Tell student that they will complete sentences of types of weather.  **1. When clouds appear it is called \_\_\_\_\_\_ .**  **A) Condensation B) evaporation**  **2.Rain and snow are \_\_\_\_\_\_\_\_\_\_\_\_ .**  **A) Precipitation B) evaporation**  **3. Water vapor going into the sky is \_\_\_\_\_ .**  **A) Evaporation B) Condensation**  **4. When clouds become heavy, it \_\_\_\_\_\_\_ .**  **A) Rains B) evaporates**  **Differentiation**  Allow oral responses  **Danielson Standards for Teacher:**  **Component 3c: Engaging Students in Learning**    **Core Curriculum Standards for Students:**  **STANDARD 1—**Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.  **S1.1** Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.  **S1.1a** Observe and discuss objects and events and record observations  **S1.1b** Articulate appropriate questions based on observations  **S1.2** Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings  **RUBRIC**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **4 Expert** | **3 Practitioner** | **2 Apprentice** | **1 Novice** | **0** | | I correctly completed **3-4** sentences. | I correctly completed **2-3** sentences. | I correctly completed **1-2** sentences. | I correctly completed **1** sentence. | I did nothing. | |